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Oral Reading Miscues Of Frustrated Level Students In The Philippines

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Abstract: This study aimed to determine the oral reading miscues produced by the selected Grade 7 students whose reading level is at the frustration level as well as to determine the causes of these reading miscues. The study also aimed to propose an intervention plan that could address their reading miscues. To answer the problems put forward in the study the concurrent triangulation design was used. Based on the oral reading analysis conducted, among 100 students, a total of 6,088 miscues were committed. These consisted of 1,435 mispronunciations, 1,038 omissions of words, 1,005 substitutions, 582 repetitions, 552 unfamiliar words, 468 self-corrections, 445 reversals, 292 insertions, and 271 omission of punctuations. The most commonly produced miscue was mispronunciation whereas, the least produced miscue was omission of punctuation. Meanwhile, in determining the causes of the reading miscues produced by the participants, the result showed that the causes that made them encounter difficulty in reading were lack of confidence, shyness and nervousness.

Index Terms - Frustrated Level Students; Urban Schools; Oral Reading Miscues; Reading Intervention Plan

I. INTRODUCTION

Most of the students who are identified as having a learning disability and academic concerns find the area of reading difficult to learn. An estimated 80% among the total number of students with learning disabilities, are found to have reading disabilities. In addition, a huge number of children around the world find it hard to read, worse could not read at all. There are a lot of adult learners who are diagnosed under the frustration level. These students fail at school and most probably will not be able to get better career opportunities in the future. Moreover, the results found that the reading tests integrated across grade levels by most schools in the country make students with poor reading skills apparent to parents and educators (Binaloga, 2024).

In the Philippine classroom setting, it is evident that there are still many high school students who cannot read well. In many cases, some, if not most, could not read at all. Teachers often encounter students who fail to recognize symbols of the printed English words, thus they commit a number of miscues (e.g., substitution, reversal, mispronunciation, insertion, correction, omission etc.) Despite the fact that in each grade level, the students are already exposed to various ways to develop and enhance their reading skills, the aim of the academe to nurture students who are prepared to meet the challenges in their educational development is still not achieved. On the other hand, other research also suggest that struggling readers can still overcome their difficulties only if they receive proper remediation and intervention (Canuto, et al., 2024).

In a classroom setting, reading is a very important skill to learn the other subject areas in the curriculum. It is, after all, an essential gateway to the other disciplines since it is the dominant medium which students use to acquire information. Therefore, the success of the learners in the academe depends largely on their reading ability. Hence, it is imperative that educators teach the students with different strategies which will help them become proficient readers. With so many struggling readers with various reading difficulties, teachers must not only identify struggling readers but also know the best reading intervention practices. The Department of Education (DepEd) had always been experimenting on different ways to raise the quality of Philippine public education. Different programs were already constructed to assess and supplement the lack of skills of Filipino students particularly in reading (Eligan, 2024).

These kinds of information are alarming; it is true that most students nowadays have difficulty reading simple words and cannot read fluently. The situation prompted the researcher to conduct this study, it is important to identify the miscues produced by the students in oral reading so that teachers would be aware of the kind of material that the students are ready or not yet ready for and eventually find ways to help struggling readers to become more confident in themselves while reading and handling texts, which will hopefully lead to reading improvement.

In line with this, the present study supports the Philippine government's program "No Non-Readers Left Behind" in promoting national literacy development. Specifically, the researcher conducted a research on the reading miscues of selected Grade 7 students whose reading level is at the frustration level, based on the results of the Philippine Informal Inventory Reading (Phil-IRI). The miscues were identified, described and classified based on their occurrence on oral reading. The study likewise identified the causes of these reading problems. After careful analysis of the reading miscues an intervention plan was proposed to address the reading miscues of the students, particularly to help elevate their oral reading level. Moreover, the findings' implications were also determined to contribute for the improvement of English reading instruction.

II. RESEARCH QUESTIONS

1. How are the miscues that occurred during the students' oral reading described and classified?
2. Which of the following miscues are the most and least produced during oral reading;
 - 2.1 Substitution;
 - 2.2 Omission;
 - 2.3 Insertion;
 - 2.4 Reversal;
 - 2.5 Repetition;
 - 2.6 Self-correction;
 - 2.7 Mispronunciation;
 - 2.8 Unfamiliar Words; and
 - 2.9 Omission of Punctuation?
3. What are the causes of the reading miscues produced by the students?

III. METHODS

The researcher used mixed methods specifically the concurrent triangulation design. This method is used to combine the qualitative and quantitative approaches within the distinct stages of the research process.

The participants were the selected Grade 7 students who belong at the frustration level based on the Philippine Informal Inventory Reading Results (Phil-IRI) conducted at the start of the school year 2025-2026 as required by the Department of education (DepEd).

The instruments used in the study were questionnaire and interview guide regarding the causes of the oral reading miscues produced by the selected Grade 7 students belonging at the frustration level as well as a narrative text and miscue analysis chart.

IV. RESULTS AND DISCUSSIONS

Oral Reading Miscues of the Students

This section exhibits the summary of the oral reading miscues produced by the selected grade 7 students under the reading frustration level.

Table 1
Summary of the Oral Reading Miscues of the Selected High School Students

Category of Miscues	Number of Miscues
Mispronunciation	1435
Omission	1038
Substitution	1005
Repetition	582
Unknown Word	552
Self-Correction	468
Reversal	445
Insertion	292
Omission of Punctuation	271
Number of Words in the Passage	250
Total Miscues	6088

Table 1 exhibits the summary of the oral reading miscues produced by the selected grade 7 students under the frustration level. The findings revealed that majority of the participants' produced miscues came on **mispronunciation**. The participants mispronounced 1,435 words like "able" to ['a-bōl], "all" to ['el], "although" to ['al-tōg] and ['al-təch], "audience" to ['aden(t)s], ['aūten] and ['aūden(t)s], "baby" to ['bā-bi], "benefited" to ['benī-təd], ['be-nə-'fīt] and ['be-nə-'tīd], "comfortable" to ['kəm(p)-fərt-'tā-bəl], "conversation" to [kən-'vərs- shən], "decided" to [dē-kī -dəd], [dē-kā-təd] and [dē-kid], "educate" to ['e-di-kət], "encouraged" to ['än-'kōrd], [in-'kər-ij-jed], [in-'kərən-gəd], "enriching" to [in-'ri shiŋ], "explained" to [ik-'splān-ned], "famous" to ['fōm-müs], ['pā -məs], ['pāw-maüs], "formed" to ['fōrm-med], "helped" to ['help-ped], "hired" to ['hī(-ə)r-red], "inability" to ['in-ī-be-lē-tē], "information" to [in-pōr-shən], "intelligent" to [in-'tā-lā-jānt], "invention" to [in-'vent-shən] and [in-viz- shən], "letters" to ['lāt-ters], "named" to ['nām-med], "opened" to ['ō-pən-ned], "people" to ['fifōl], "places" to ['plīs], "private" to ['prē-bit], "recognized" to ['re-kig-nē-zed], "shared" to ['sher-red], "six" to ['sōiks], "speech" to ['spek], "students" to ['tandents], "suggestion" to [səg-hī-tən], [sūñāshən], "talk" to ['tek], "through" to [trə], "worked" to ['wərk-,ked] etc.

The table below exhibits the commonly mispronounced words by the students.

Table 2
Words Commonly Mispronounced by the Students

Sample Words	Mispronunciation	Correct Pronunciation
able	['a-bōl]	['ā-bəl]
all	['el]	['ōl]
although	['al-tōg]	['ōl-'thō]
although	['al-təch]	['ōl-'thō]
audience	['aden(t)s]	['ō-dē-ən(t)s]
audience	['aūten]	['ō-dē-ən(t)s]
audience	['aūden(t)s]	['ō-dē-ən(t)s]
baby	['bā-bi]	['bā-bē]
benefited	['benī-təd]	['be-nə- fī-təd]
benefited	['be-nə-'fīt]	['be-nə- fī-təd]
benefited	['be-nə-'tīd]	['be-nə- fī-təd]
comfortable	['kəm(p)-fərt-'tā-bəl]	['kəm(p)(f)-tər-bəl]
conversation	[kən-'vərs- shən]	[kən-vər-'sā-shən]

decided	[, dē-kī -dəd]	[di-'sī-dəd]
decided	[, dē-kid]	[di-'sī-dəd]
educate	['e-di-kət]	['e-jə- ,kāt]
encouraged	[in-'kər-ij-jed]	[in-'kər-ij]
encouraged	[in-'kərən-gəd]	[in-'kər-ij]
enriching	[in-'ri shiŋ]	[in-'rich'ing]
explained	[ik-'splān-ned]	[ik-'splānd]
famous	['fōm-mūs]	['fā-məs]
famous	['pāw-maūs]	['fā-məs]
formed	['fōrm-med]	['fōrmd]
helped	['help-ped]	['helped]
hired	['hī(-ə)r-red]	['hī(-ə)red]
inability	['in-ī-be-lē-tē]	[, i-nə-'bi-lə-tē]
information	[, in-pòr-shən]	[, in-fər-'mā-shən]
intelligent	[in-'tā-lā-jānt]	[in-'te-lə-jənt]
invention	[in-'vent-shən]	[in-'ven-shən]
invention	[in-viz- shən]	[in-'ven(t)-shən]
letters	['lāt-ters]	['le-tər]
named	['nām-med]	['nāmd]
opened	['ō-pən-ned]	['ō-pənd]
people	['fifōl]	['pē-pəl]
places	['plīs]	['plās]
private	['prē-bit]	['prī-vət]
recognized	['re-kig-, nē-zed]	['re-kig-, nīz]
shared	['sher-red]	['sherd]
six	['sōiks]	['siks]
speech	['spek]	['spēch]
students	[' tandents]	['stü- dənts]
suggestion	[sæg-hī-tən]	[sæg-'jes-chən]
suggestion	['sūñāshən]	[sæg-'jes-chən]
through	[trə]	['thrü]
worked	['wərk-, ked]	['wərkt]

It was revealed that the students had a difficult time pronouncing words. Even though the researcher stated and repeated the correct pronunciation, the students still mispronounced them. It took several tries to pronounce the words correctly.

The results of this study revealed that the participants need intensive instruction on pronunciation. This may come in the form of listening activities, modeling and demonstrations, fun games, use of words in conversation or discussions and exposure to the words.

The participants produced a total of 1,005 **Substitution** where they changed some words like “invented” to “invited”, “other” to “under”, “child” to “chilled”, “could” to “cold”, “could” to “killed”, “could” to “old”, “known” to “non”, “known” to “not”, “inventions” to “invitation”, “invention” to “invasion”, “through” to “touch”, “through” to “tok”, “through” to “round”, “through” to “torch”, “able” to “bible”, “able” to “available”, “able” to “people”, “sometimes” to “something”, “how” to “hoe”, “although” to “alhart”, “although” to “attach”, “use” to “us”, “needs” to “neds”, “needs” to “end”, “hand” to “had”, “with” to “which”, “become” to “became”, “wrote” to “write”, “wrote” to “wind”, “wrote” to “work”, “hear” to “her”, “here” to “are”, “here” to “her”, “eager” to “ager”, “eager” to “anger”, “considered” to “cosder”, “recognized” to “record”, “taught” to “tok”, “taught” to “torch”, “taught” to “tow”, “enrich” to “erich”, “understand” to “understood”, “for” to “of”, “audience” to “students”, “deaf” to “death”, “deaf” to “dip”, “deaf” to “if”, “deaf” to “deep”, “deaf” to “dead”, “writer” to “writing”, “writer” to “rater”, “life” to “light”, “support” to “airport”, “educate” to “education”, “educate” to “endicate”, “famous” to “house”, “see” to “she”, “or” to “ir”, “was” to “as”, “was” to “has”, “was” to “wash”, “not” to “hot”, “knew” to “know”, “knew” to “now”, “each” to “ear”, “opened” to “poned”, “opened” to “offend”, “opened” to “upon”, “opened” to “uponted”, “new” to “now”, “new” to “know”, “of” to “if”, “when” to “and”, “when” to “win”, “to” to “ti”, “speak” to “pick”, “so” to “she”, “did” to “dead”, “years” to “hers”, “recognized” to “recognition”, “it” to “is”,

“it” to “at”, “hired” to “hair”, “persistence” to “parents”, “teach” to “teaching”, “words” to “wind”, “with” to “wind”, “great” to “greet”, “read” to “hand”, “encouraged” to “around”, “shared” to “change”, “about” to “but”, “enriching” to “teaching”, “information” to “important”, “and” to “in”, “world” to “would”, and “instruction” to “round”, “conversations” to “conversion”, “in” to “is”, “last” to “lost”, “letters” to “litter”, “of” to “or”, “would” to “wall”, “he” to “his”, “interested” to “interated”, “dedicated” to “decided”, “symble” to “sambol”, “much” to “most”, “a” to “an”, “who” to “hoe”, “who” to “you”, “or” to “your”, “his” to “her”, “sight” to “see”, “took” to “to”, “will” to “well”, “or” to “of”, “without” to “winot”, “understood” to “arstood”, “abilities” to “abilitance”, “has” to “had”, “know” to “knew”, “spell” to “spill”, “without” to “which”, and “she” to “the” etc.

The result revealed that the students had a difficult time recognizing words. Moreover, substitution of words arises during oral reading due to poor word recognition, phonological awareness and alphabet knowledge.

The result of the study showed that the students need extensive assistance on phonological awareness, alphabet knowledge, phonics and word recognition. The goal is for them to avoid substituting words and to further enrich their vocabulary by providing diverse exposures to the English words and by allowing the students to use these words in everyday conversations.

The majority of the miscues produced by the participants in this study were **omission** of some words and parts of the paragraphs in the text. These involved 1,038 words like “talk”, “the”, “in”, “to”, “of”, “and”, “deaf”, “if”, “that”, “that”, “wrote”, “he”, “couldn’t”, “hearing”, “known”, “writer”, “talk”, “in”, “of”, “the”, “deaf”, “her”, “out”, “to”, “an”, “even”, “and”, “un”, “not” etc. and sounds like ['ed], [əns], ['th], ['är], ['ä], ['nät], [in], [es], ['ō], ['en], ['wò], ['tē], ['yü], ['ər], ['ē], ['hä], ['sē], ['el] etc. Moreover, most of the words omitted by the students were articles, prepositions, contractions, inflections, and ending letters. Some students omitted almost every part of the text such as words, sentences and even paragraphs.

Omission reflects the students’ problems in dealing with syntactic and semantic structures of the text. Certain words being omitted could change the meaning. The students’ weak visual tracking, reading a little too quickly, lack of focus or weak sight vocabulary may be the causes the participants in this study experienced.

The participants also **repeated** a total of 582 words, usually with more than five-letter words and words with more than three syllables, these includes words like “benefited”, “explained”, “although”, “information”, “understood”, “enriching”, “considered”, “conversation”, “fingers”, “interested”, “dedicated”, “scientist”, “recognized”, “encouraged”, “important”, “recognized”, “separate”, “everyday”, “persistence”, “educate”, and words with less than two syllables like “school”, “because”, “express”, “be”, “his”, “goals”, “audience”, “the”, “spell”, “all”, and phrases like “when she felt”, “to be able”, “each other” etc.

Frequent repetitions done by the participants may mean that the text is too hard and may also be because a lot of readers repeat when they are uncertain, and wants to make sense of the passage. The textual level was a bit difficult for the students, there were not sure of the right way to read the word. Frequent repetition done by the students may mean that the text is too hard because readers repeat when they are uncertain of the words and they tend to repeat reading to make sense of the text..

The results also showed that the students lack decoding skills appropriate for the level. They slowly decode words, usually letter by letter, with a lot of pauses, hesitations, miscue and reread words several times. The examination of their reading behaviors shows that their difficulty in reading may be due to lack of phonological awareness and alphabet knowledge. Thus, phonics and word recognition are tedious tasks for them. This means that the students need support in phonological awareness, alphabet knowledge, phonics and word recognition. Their teachers should also make use of meaningful and fun games, recite rhymes, poems and sing songs that use the words to be read.

In addition, the participants **inserted** 292 words and letters that do not exist in the text, these include words such as “that”, “he”, “as”, “and”, “the”, “of”, “and”, “his”, “not”, “I”, “we” and sounds like ['en], ['ä], ['t], [es] etc. The results of this study also showed that the most inserted sounds were additional endings like ['līk], ['fūl], ['fū(l)-lē], [es], [ē], ['dē], ['ed] and [in].

The participants also made a total of 468 **self-corrections** on words such as “benefited”, “she”, “abilities”, “deaf”, “famous”, “took”, “read”, “wrote”, “letters”, “interested”, “hearing”, “even”, “persistence”, “encouraged”, “enriching”, “without”, “information”, “way”, “conversation”, “worked”, “opened”, “considered”, “available”, “took”, “private”, “read” etc.

Self-correction occurs when the reader realizes his or her error and corrects it. In this study, the participants produced this miscue on unfamiliar words. A learner who overcorrects, even on words

that do not alter the meaning, may have a big impact on the readers' understanding of the text this may also affect his confidence in reading.

Moreover, the participants also **reversed** 445 words like “scientist” to [i-skant-tist], “hearing” to [ˈhī-rɪŋ], “explained” to [ɪk-ˈsplɪ-ænd], “was” to [ˈsɒ], “suggestion” to [ˈsü-gēst-tōn], “persistence” to [ˌprē-ˈsɪ-stən(t)s], and “wrote” to [wɒr-te].

The result of the oral reading test also showed that the majority of the participants **omitted the punctuations** while reading the text. They omitted a total number of 271 punctuations while orally reading the text.

Lastly, the participants also showed lack of vocabulary or familiarity with some words. The participants' **unfamiliar words** include a total of 552, these include the words like “persistence”, “invented”, “enriching”, “suggestion”, “recognized”, “felt”, “famous”, “audience”, “considered”, “speech”, “information”, “abilities”, “encouraged”, “invention”, etc.

The results of the oral reading test showed that the students need extensive guidance word recognition. The goal is to further enrich their vocabulary. Ways to enrich their reading vocabulary is through varied exposures to the English words to be read including opportunities to meet these words through listening and speaking activities and by allowing the students to use these words as they speak. In the process of doing this, their speaking and reading vocabulary would eventually grow.

In addition, the participants tried to read each word by reading each syllable (com-fort-table . . . comfortable. . . re-cog. . . re-cog-nize. . . re-cog-ni-zed . . . recognized. . .) Then they read the whole word. As a result, it took them a long time to finish reading the selection. This shows that the participants have a difficulty in word recognition. Since it was hard for them to identify the whole word at once and had to resort to reading in syllables, they were not able to read with proper phrasing; fluency was not attained since they spent all their attention and energy on figuring out the words.

The participants need intensive training on word recognition. They specifically need help with blending (a skill that influences decoding) and segmenting (a skill that influences spelling) sounds in a word. Practice with word lists and multisyllabic words will help develop fluency in word reading. Once their word reading performance has picked up, reading phrases and sentences should be taught next.

Most and Least Oral Reading Miscues Committed by the Students

Table 3
Most and Least Oral Reading Miscues Produced by the Selected High School Students

Category of Miscues	F	P	R
Mispronunciation	1435	23.57	1
Omission	1038	17.05	2
Substitution	1005	16.51	3
Repetition	582	9.56	4
Unfamiliar Word	552	9.07	5
Self-Correction	468	7.69	6
Reversal	445	7.31	7
Insertion	292	4.80	8
Omission of Punctuation	271	4.55	9
Total	6,088	100.00	

Table 3 exhibits the most and least oral reading miscues produced by the selected Grade 7 students under the frustration level. It was found out that among the 9 categories of oral reading miscues, mispronunciation was the most produced miscue with a total of 1,435; this got a percentage of 23.57%. This was followed by omission with 17.05%; this miscue was produced 1,038 times. Substitution was the third most produced miscue it obtained a total of 1,005 and percentage of 16.51%. Followed by, repetition with a frequency of 582, and a percentage of 9.56%. Next was unfamiliar word which was produced 552 times with a percentage of 9.07%. The next most produced reading miscue which got a percentage of 7.69% and was produced 468 times was self-correction. This was followed

by reversal which was produced 445 times with a percentage of 7.31%. Furthermore, insertion was produced 292 times with a percentage of 4.80%. Lastly, the least produced miscue was omission of punctuation; this obtained the lowest frequency of 271 with a percentage of 4.55%.

Thus, the result shows that mispronunciation, omission and substitution should be given more attention by the teachers. Reading skill is one of the most important foundations of learning. It is important to lay a solid reading foundation skill first before moving on to the next block of learning. If there are cracks in the foundation skills, students are likely to experience reading problems and if these are not given enough attention, the whole learning process will be unsuccessful. The data presented can serve as a basis for reading teachers to determine which part of the reading process the students are having difficulty with, to help the students have a strong foundation in reading.

Causes of Reading Miscues

In this section, the students were asked to check the given reasons that made them encounter difficulty in reading the selection.

Table 4
Causes of Reading Miscues

Causes	f	Rank
Lack of confidence	77	1
Shyness	77	1
Nervousness	77	1
The text level was a little bit difficult for the student	70	2
Not enough reading materials at school	55	3
Not enough reading materials at home	45	4
Atmosphere (Noise)	42	5

Table 4 shows that certain causes may be the sources of students' oral reading miscues. Based on the gathered data, 77 participants believed that their miscues in reading were caused by their lack of confidence, shyness and nervousness. Moreover, according to 70 participants, they found it hard to comprehend the text that much because they found the words hard to understand.

Some of the participants admitted that they felt ashamed that their classmates might laugh at them because they could not read some words well, especially the difficult and unfamiliar words. Majority of the participants also answered that one of the main reason why they produced reading miscues was because of the unavailability of reading materials in their school and home, they admitted that the school where they belong to do not have books and handouts as learning materials, from here we can see how limited the available learning materials are. They said that they really want to learn how to be a proficient reader, but there is a scarce number of reading materials available in their school. Lastly, 42 of the participants believed that their miscues in reading were caused by the atmosphere during the oral reading; this obtained the lowest frequency of 42.

The students' performance during oral reading is greatly affected by different factors such as personal, psychological, physiological, and academic factors. In the study, psychological factors such as lack of confidence, shyness and nervousness were the main causes why the students produced miscues during the oral reading test. Those factors were commonly caused by their fear of being laughed at by their peers. Moreover, it was also found out that lack of reading resources contribute immensely to their reading difficulties.

V. CONCLUSIONS AND RECOMMENDATIONS

Among 100 students, a total of 6,088 miscues were produced. These consisted of 1,435 mispronunciations, 1,038 omissions of words, 1,005 substitutions, 582 repetitions, 552 unfamiliar words, 468 self-corrections, 445 reversals, 292 insertions, and 271 omission of punctuations. The result of the study also showed that the participants encountered difficulty when reading orally.

Based on the findings, the most produced miscues by the participants were mispronunciation, omission, and substitution. Mispronunciation was the most committed miscue with a total of 1,435 and a mean of 14.35. Moreover, omission of punctuation was the least committed miscue with a total of 271 and a mean of 2.71.

Among the enlisted causes of reading miscues, the students answered that the main causes of their reading miscues were lack of confidence, shyness and nervousness. During the interview, majority of the participants said that they were worried that people would laugh at them if they could not read words correctly. Moreover, it was also found out that there was no enough reading resources in their school and home.

The following recommendations are forwarded based on the conclusions of this study:

1. Students are recommended to expose themselves to reading. They should be given a wide access to a variety of books and other reading materials from pre-school to post-graduate levels.
2. Teachers are encouraged to conduct remedial classes focusing on pronunciation and word recognition. The teachers may also adapt the intervention plan prepared in this study. Furthermore, this should be incorporated in all subject areas, since all subjects require students to read and comprehend what they read to learn.
3. Correct reading habit should also be developed by the students. The students, with the help of their teachers should be brought into an intimate contact with their own individual weaknesses. There should be motivation and desire for improvement on the part of the student.
4. The number of students per class is recommended to be lessened. There should only be less than 30 students per class so that the teacher can focus more on every reader's ability on reading and have more time practicing them one by one.
5. The remedial reading teachers are encouraged to prepare themselves by doing research about the learning styles of the readers under the frustration level. Moreover, the school administrators are encouraged to provide them with seminars and trainings on reading strategies and approaches in reading instruction. They may organize this on the district level before the start of each school year.
6. Teachers are encouraged to design activities that will eventually reduce the students' nervousness and shyness and which will boost their confidence while reading orally, such as drills on choral reading or habitual reading in front of other people. Teachers should create an environment in which all students are actively involved in the reading process, making reading a regular part of students' life by giving them varied, interesting and more challenging reading assignments or by integrating games in reading classes to make the subject more interesting and enjoyable.
7. Further research about this topic are recommended to be conducted. Future researchers should proceed to examine closely other related variables that influence the reading performance of the readers at the frustration level. Additional information to discover possible and/or better ways for teachers to know and be able to respond correctly to the students' need, interest, and learning styles.

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